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ABSTRACT

Intended for use by Texas school administrators in developing and operating programs to better meet the vocational education needs of their handicapped students, this guide first examines the need for a clearly developed program design with specific objectives as the foundation on which program evaluation is based. Following this examination is a discussion of the following evaluation stages: (1) evaluation of the program's progress toward meeting the stated objectives, (2) evaluation of interlocking services which contribute to the desired outcome, and (3) evaluation of the product. This discussion also includes evaluative questions pertaining to: (1) aspects of the vocational program such as student selection and referral, class content and methodology, and teacher competence, (2) coordination between the vocational and special education departments and amount of parental involvement in the program, (3) administrative coordination of program facilities and type of organizational structure, and (4) product evaluation. A program evaluation checklist is appended. Related documents are available as VT 019 703, VT 019 712, and VT 019 713 in this issue. (SB)

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Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students

by
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Houston, Texas
1972

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SELF-EVALUATION GUIDE FOR LOCAL DISTRICTS FOR VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS

Submitted to

The Division of Occupational Research and Development
of the
Texas Education Agency
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by

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SELF-EVALUATION GUIDE FOR LOCAL DISTRICTS
FOR VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS

Introduction

The process of evaluation is in itself a complex procedure requiring that the institution recognize that the only accurate program evaluation is one which defines the actual outcomes, not one which merely recapitulates the proposed objectives.

This guide first examines the need for a clearly developed program design with specific objectives as the foundation on which program evaluation is based. It then discusses evaluation stages: evaluation of the program's progress toward meeting the stated objectives; evaluation of interlocking services which contribute to the desired outcome; and finally, evaluation of the product.

The guide itself is divided into five parts:

I. Evaluation of the Vocational Program
II. Coordination of Effort
III. Administrative Coordination
IV. Product Evaluation - Follow-Up
V. Summary of Evaluation Results

Proposal Design

This discussion of proposal design presupposes careful assessment of the feasibility for the program proposal and the determination of the need of the handicapped students in the local district based on

solid current documentation. The starting point for program evaluation (the foundation) is the development and statement of the district's philosophy and its specific objectives for the proposed program. It is vital to know what is to be evaluated before evaluation can be considered relevant or helpful. The importance of the evaluation basis is paramount, and the proposal must insure that the program's philosophy and objectives are clear, well thought out, and reflect the readiness of a particular school district to successfully instigate such a program. The proposal can only reflect the presence or absence of certain program characteristics and variables which are thought to be important at the time the program is written. The importance of these characteristics and variables, in terms of the outcome desired remains to be proven, and subsequent evaluation will determine the validity of the program design. Future evaluation should not set out merely to prove the soundness of the proposed objectives. The important considerations are that philosophies and objectives are realistically oriented to the physical and psychological milieu of student, school, and community, and that the expected outcomes will be consistent with these propositions.

Those individuals directly concerned with the program's conceptualization, design, operation and continuous implementation are the logical persons to be directly concerned with the evaluation process. It is only the personnel who are intimately conversant with the district's facilities and organizational content who are in a position to frame a program's philosophy, objectives and expected outcomes. If a program is to succeed, personnel on all levels who are to be concerned with its development should, in turn, be members of the evaluative team. To

insure objectivity, supportive personnel may be involved as well. The district personnel are in a position to frame realistic goals indigenous to their own areas in terms of student potential, school facilities, and community resources. They are best able to state in definitive terms the extent to which their program will fit the needs of the students regarding academics which relate directly with vocational skill training and linkage with progressive job-related experiences leading to permanent employment.

Importance of the Statement of Program Philosophy and Development of Specific Objectives

A program philosophy is essentially a commitment of intent and should carry a strong implication of ability to succeed. There should be no vague platitudes alluding to unrealistic and altruistic goals. A sound philosophy reflects a knowledge of the possibilities within the school district, available facilities and personnel with training and experience to enable the philosophical statement to become a reality.

Terms must be clear and well defined. It is as important to define limitations as it is to express hopes of future probable expansions. The philosophy of a program can be meaningful only if it relates to a situation which has been realistically researched with direct relevance to every aspect referred to throughout the statement.

Program philosophy precedes the program objectives, as the objectives are actually a further explanation of a philosophy. Misinterpretations due to failure of the team effort involved in program design will lead to confusion during implementation. All involved personnel--administrators, vocational and special education personnel--must be a part of program formation.

The following philosophy of a vocational education program for the handicapped exemplifies one which is believed to be a basically effective model from which to design specific programs, as it lends itself to modifications indigenous to varying school and community circumstances:

A successful vocational program for the handicapped is defined as one which is specifically designed to meet the needs of all qualified students through a training program of skill development and interfacing academic instruction. This interdependency of academics and vocational training is planned to insure student competency in direct accordance to each student's particular level of capabilities. Students are to be guided developmentally toward their eventual goal of independence through supervised guidance for each student until he has attained a position of self actualization commensurate with his potential. Continuous assessment of all students will insure their continuing progress. Program adjustments will be made to insure behavioral adjustment and skill attainment. The vocational program is dedicated to the principle of individual competence for all handicapped youths. The efforts of all involved personnel are committed to the problem of coordinating separate disciplines and instructional techniques through continual close coordination.

Specific objectives are developed from the philosophy itself and, where possible, should include quantified realistic goals, for instance:

Objective #1 - ___% of students enrolled in the vocational classes will complete training.

Objective #2 - ___% of students who complete vocational training will be placed into progressive training or into permanent jobs.

Objective #3 - Maintenance of a team effort will be effected to insure academic classes relate to the vocational classes through joint planning efforts. (Specify what kind of effort, how it is to be maintained, how often?)

The number of objectives should not be equated with quality of the objectives. It is far better to have a few specific objectives than to have numerous vague ones.

Vocational education for the handicapped can be judged only upon its actual outcomes, whether these be short range goals or whether they are designed to carry the student into the area of productive employment. Whichever these might be, they must be clearly stated and directly related to a concrete need and purpose that can be realistically attained.

Process Evaluation

This step is concerned with evaluation of the program in terms of its progress toward meeting the stated objectives. It is dependent upon the degree of planning and goal specificity built into the proposal.

The main consideration of evaluation is discovering how effectively present and future needs of students are being met. A well-planned evaluation is concerned with what present procedures are producing and developing in the way of future possibilities for extended areas of training to meet growing employment and economic needs. A program's justification rests on the fact that it is functionally preparing the handicapped student for independence in direct accordance with that

student's capabilities.

To accomplish process evaluation, one must first have accurate data concerning participating students upon entrance into the program. What types of students are enrolled, what is the beginning functioning level of each, at what stage is their social development and adjustment, etc.? Without such a data base, measurement of progress is impossible. The process evaluation needs to answer questions such as, "to what degree is the student progressing (in vocational education, in special education academics, in social adjustment) toward the predetermined goal?" This will require student evaluations, both from testing sources and through observation of each team member.

If formalized testing is used as a progress measure, it should be pointed out that the same test (or same form of the test) should not be used for pre- and post-measurement. If a standardized test is used for pre-testing, a different form of the same test should be used for progress testing. The observational methods of progress measuring are vitally important, particularly if there are several teachers providing input on the same student. The measurement must take into consideration effective behavior as well as cognitive knowledge.

The process evaluation also entails looking at all facets of the team effort: the attitude of staff, teachers and administrators toward the students and the program; the integrative cooperation between vocational and special education personnel; the amount and effectiveness of joint planning efforts; parental involvement; availability and use of supportive services; and curriculum feasibility with respect to the student's level of comprehension and achievement. In addition, the process is concerned with the progression of students into linked programs

after completion of the vocational training as well as with employment opportunities which will correspond with the specific skill training offered.

The evaluation process is too often considered a terminal or end result which has little benefit other than to have a finalizing or summarizing effect. Evaluation must be an integrated cyclic process. Its main function should be to continually impart and feed information back into the program. In many programs, side effects, unplanned for and left unaccountable, can, if unnoticed, attribute damaging effects to otherwise constructive programs. Continual evaluation will prevent such intervening variables to creep into a program. They can be accounted for, extinguished and subsequently prevented.

If the program has failed to attain its goals or if other goals have been attained instead, variables which account for these phenomena can be clarified.

Process evaluation should direct attention toward specific variations which have taken place within the program due to unexpected events. These variables or events may be constant factors which need to be considered when reassessing a program or instigating a new program in the future. Such variables should not be considered independent factors of the characteristic learning patterns of the students, teachers, and involved administrators, but rather considerations that have and will continue to influence the effect of the program's outcome. This is an especially vital step in the evaluation process as actual determinates of success or failure are too often overlooked or considered incidental to the on-going or end product.

Any consistently recurring aspect that takes place within the process of program implementation must be considered as a relevant part of that program's development. All administrative, instructional, student activities, and observational reports should be reviewed, analyzed and assessed for the relative degree of progress, and, more important, for values and circumstances which might be presenting success or failure factors. This is not a terminal summation but is directed toward intensive study of all on-going program facets.

Evaluation Summarization

Summarization is a comprehensive evaluation based upon data compiled in the preceding stages as well as from student follow-ups. This stage should include a detailed analysis of procedures to date and recommendations. The term comprehensive is stressed only because this stage takes place at the end of a full school year of program activity. Process evaluation and follow-ups should be on-going throughout all program stages; there is no termination. Evaluation is viewed as an integral part of the instructional program. Its function is to impart information, not to file or to categorize findings which are of little functional relevance and which are made unavailable to concerned personnel.

All pertinent data for analysis and evaluation should be gathered into a systematized recapitulation of the program's progress and recommendations for future action. This summation should be enlightening and above all instructional. This comprehensive stage of evaluation should show clearly if the program is in direct alignment with the stated objectives and expected outcomes. If such is not the case, and unanticipated results (either negative or positive) have appeared,

reasons and necessary actions should be presented and implemented. Since the evaluation process should have been continuous, this summarization would be mainly one of insuring cohesion, pointing to future potentials of the program or bringing to light existing weaknesses within the program.

Conclusion

Locally directed evaluations should be done by those persons responsible for the program who are intrinsically involved in its daily activities. When the responsibility for planning, implementation and accountability reflects the efforts of a team approach, then that same team is in a better position to make recommendations concerning the program's further direction. The disadvantages of this approach--primarily, subjective evaluations of personnel working together on a daily basis--can be checked by utilizing the proper evaluative guides and instruments. An over reliance upon evaluation from outside experts too often results in these evaluators overlooking or failing to place emphasis on many important factors within the program. Outside experts may lack a knowledge and feel for the community and school staff, and there is little guarantee that their recommendations will be implemented.

The principal evaluators, then, should be those who are to be directly concerned with the outcome and future development of the program. Those persons responsible for program development must also be responsible for its results. These are the people who set the philosophy and objectives and gear their efforts according to those concepts. All involved personnel should evaluate their work and the student's progress daily, as any activity calls for continual assessment.

This evaluation guide has been planned with full awareness that economy is a major consideration for the majority of school districts. While outside consultive services may be desirable, their use is not necessarily essential. It is thought that, in most instances, no additional personnel should be necessary to accomplish program evaluation. What will be needed, however, is assignment of responsibility to each school person for his role in the total evaluation process, as well as summarization responsibilities to be assigned to one person. It is hoped that this guide can be used by concerned administrators in developing and operating programs to better meet the needs of their handicapped students.

QUESTIONS FOR SELF EVALUATION
OF VEH PROGRAMS

I

EVALUATION OF VOCATIONAL PROGRAM

Substantiation for Vocational Units Operating

1. How were the specific vocational units selected for handicapped students?

   •Was the selection based on projected employment needs in the surrounding area?

   •If yes, what data source was used? (Identify)

      --Was source current and reliable?

      --Was a survey made by the school to assess projected employment needs in the community?

   •If yes, who within the school conducted the survey?

      --When was it made?

      --How was it undertaken?

      --What was the system of sampling?

      --Are the number of projected jobs in occupational areas adequate to employ the student population to be served?

2. Will the vocational training offered enable the student to earn an adequate income upon school completion?

   •How has this been ascertained?

Student Selection and Referral

1. How were students selected and referred to the vocational classes?

   •Who selected?

   •Who referred?

.Were student records (or summaries) referred with the student?

.If yes, did the records contain relevant observational data, which gave indication of vocational potential?

2. Was there a vocational evaluation completed on the student prior to referral?

.If yes, who administered?

--What tests were used?

--What vocational recommendations were contained in the summary report?

--Were those recommendations compatible with the vocational class to which referred?

3. Was the vocational teacher a member of the selection team?

4. Was the student interviewed by the vocational teacher prior to acceptance into the class?

5. Do students meet the handicapped criteria as established by the state?

6. Is the vocational training offered compatible with the individual student's handicapping condition?

7. Do students have the maturity (and minimum chronological age) to benefit from vocational training? Will they be of placement age upon completion of training?

Vocational Class Content and Methodology

1. Is the program operating separate, self-contained vocational classes?

.If yes, what vocational units are in operation? (List)

2. Are these units presented as cluster areas?

.If yes, itemize each unit and cluster area being taught within each.

.Is there a course outline for each cluster area within the vocational unit?

3. Is the vocational training focused on teaching the skills required for work performance in the given area?

.How has this been documented?

- What resources have been used for this documentation?

4. What standards are being used to assess each student's progress toward skill proficiency?

5. Are student records being kept on each student?

   - What do the records contain?
   - Are they reviewed and up-dated at regular intervals?
   - Are they now current?
   - Do they contain an individual training plan?
   - Do they indicate the individual student is progressing?
   - If the student is not progressing, do the records reflect possible reasons?

6. What techniques are being used to increase the student's awareness of employment requirements and job availability in the current labor market?

   - Do the students realistically understand the purpose of training and likely employment opportunities?
   - Does the teacher have access to films, tapes and film strips which aid in work orientation? How often used? What specific aids have been used? Were they effective? How evaluated?

7. Are field trips utilized to business and industry sites similar to those for which student is being trained?

   - How many trips have been taken to date?
   - To what locations?
   - Who plans these trips?
   - How are these experiences utilized as effective teaching aids?

8. Is the type of vocational training adaptable to other related skills?

   - Are basic principles being taught which will be beneficial and essential to know in various vocational occupations?
     - --What are some of these basic skill attainments?
     - --How can they be applied to other vocational skills?

9. Are the equipment and available supplies adequate?

- Is the equipment used for training comparable to that currently in use in the industry for which the student is likely to work?
- Are equipment and tools in workable (and safe) condition?
- Are students being taught safety rules regarding use of all equipment? Have any accidents been reported? How many?
- Are supplies and materials available when needed?
- Were they available when class began--and throughout the entire training period?

Program Completions and Dropouts

1. Student completions.

- How many students have completed vocational training?
- What determines training completion?
- Where did the student go after completion?
  - --Number to cooperative program.
  - --Number directly to jobs.
  - --Number still in school but not involved in cooperative program.
  - --Number unknown.

2. Student Dropouts.

- How many students dropped out of the vocational program prior to completion?
- How many of the above dropped out of school?
- Was the teacher aware of the student's plans to drop out?
- What were the reasons for the student's dropping out?
- Who is responsible for follow-up of students who drop out of the vocational class? The students who drop out of school?
- Was follow-up actually done?

Teachers

1. Is teacher well qualified and competent?

- Is he state certified?
- Has he had recent experience in his field of specialty?
- Does he keep current with changes in his field through industry contact?
- Does he individualize instruction?
- Does he understand teaching methods needed for the special education students in his class?
- Does he strongly believe in the vocational potential of each student?
- Is he aware of current employment opportunities in his field?

2. Utilization of time.

- Does teacher have adequate planning time for his course presentation?
- Does he have adequate time for frequent informal meetings with other staff who have relationships with students in his class?
- Does he have school-assigned duties not related to his vocational class?
  - --What are the duties?
  - --Who assigned them?
  - --How much time (daily) does this take?

Employer Use

1. Advisory Committee.

- Is there an advisory committee for the special classes?
- How often does it meet?
- In what specific ways has the advisory committee assisted the program?
- Name members and what sector they represent.

2. Informal Use of Employers.

- Have any employers been utilized as resource people to the special program (other than advisory committee)?
- Who, and in what way were they utilized?
- How frequently are employers used as resources?

II

COORDINATION OF EFFORT

Interfacing With Special Education

1. What coordination is maintained between the vocational and special education departments?

   - Who are the key personnel?
   - Does each clearly understand his role?
   - Does each understand the role of the other?
   - How is the day-to-day coordination maintained?
   - Who resolves conflicts between the two?
   - Is there evidence that the special vocational program was planned jointly?
     - --What evidence?

2. What relationship has been established between the special vocational teacher and the academic special education teacher working with the same student?

   - Who established it?
   - Is there continuous joint evaluation of individual student progress?
     - --How is relevant information exchanged?
     - --Are specific times designated for discussion and planning between vocational and special education teacher?
     - --How often do they meet?
     - --How often <u>have</u> they met, to date?
     - --What methods have been devised to modify or support each other's program?
     - --Do the methods work effectively?

--What evidence is there that special education classes have been more related to the specific vocational class in which the student is participating?

--Is student scheduling flexible?

--Are lesson plans devised through joint planning of the teachers involved?

--Do lesson plans take into consideration individual student needs? How?

--What length of time (in terms of days) is each lesson plan designed to cover?

--Is there a specific person designated to coordinate planning meetings and to make time provisions for these and other meetings? Who?

--Are academic subjects specifically planned to coordinate with the vocational training? How?

--Does the academic program meet the needed requirements of the vocational skill area?

--Is the progress being made by each student continuously compared within all areas of his program? How often? By what criteria?

--What is done if a student is succeeding in one area but failing in another?

Parental Involvement

1. Is there a systematized plan of parent involvement?

•Is it a written plan? What staff members have copies?

•Does this include coordinated information to the parent regarding the student's academic and vocational progress?

•Does it provide an opportunity for exchange of relevant information between parent and school which can be beneficial in helping the student's adjustment?

•Have all parents been familiarized with the vocational program? At what point were they contacted regarding this? By whom?

•Are parent conferences regularly scheduled? How often? Who is the school contact person?

•Are there group meetings of parents and all involved school staff? How often?

- Do parents understand the program? Do they support the program enthusiastically?

- What percentage of parents of participating students in vocational classes are actively involved with the school? What effort has been made to involve the parents who have not been active with the school? What are the reasons for parental non-involvement? How were these determined? By whom?

Continuity of Students' Preparation for Vocational Education

1. Preparatory efforts at elementary level.

   - Do special education teachers at the elementary level understand vocational qualities they should be encouraging?

   - Is there any communication between secondary vocational teachers and special education elementary teachers to reinforce preparation?

   - Have any special education students participating in special vocational classes spoken to groups of elementary level students to relate personal experiences of what is needed to succeed in vocational training?

2. Preparatory efforts at junior high level.

   - Is there an effective pre-vocational program for special education students?

   - Is there frequent communication between the high school special vocational teacher and junior high pre-vocational teachers?

   - Are special education students learning concepts basic to vocational education: self-discipline, following directions, positive attitudes toward work? Can the students tell time, count basic change, do they have a social security number?

   - What methods are utilized to assess these qualities in the students? How often is this assessment made?

Coordination With Cooperative Program
(Texas Rehabilitation Commission)

1. Is the VAC involved with the special vocational classes?

   - What is the involvement?

   - How frequently does the VAC visit the training class?

   - Is the VAC to be responsible for job placement of the special student who completes vocational training? Does the VAC know this? If the VAC is not responsible for placement, who is?

- Is the VAC responsible for placing a special student who completes vocational training in a work-experience situation? If yes, how far in advance of the completion date is the work station arrangement made?

  --Can a student be placed in work-experience prior to completion of training? Who makes the decision? On what basis?

  --What provisions are made if a work-experience arrangement cannot be made in an occupational area related to the training received?

  --How are work-experience sites evaluated prior to student placement? What criteria are used?

  --What type of records are kept on students in work-experience sites? How often are they up-dated? Who is responsible?

  --How is the progress information used? By whom?

  --What provisions are made for returning students to the vocational class if the work-experience placement is not successful?

2. Who is responsible for permanent job placement?

   - Is the responsibility clearly stated?

   - How far in advance of training completion does the person responsible for placement attempt to find an appropriate job?

   - What is the involvement of the vocational teacher in the placement effort?

   - What communication system is there which feeds back placement information to the teacher? To the special education teacher? Is placement information verified? By whom and how?

3. Who is responsible for follow-up of students placed on permanent jobs?

   - Is the responsibility clear?

   - What method is utilized?

   - How frequent is the follow-up contact? For what period of time is follow-up maintained?

   - How is follow-up information utilized by the vocational teacher? By the special education teachers?

   - Is there any evidence of program modification in either academic or vocational areas based on follow-up information? What evidence?

- What provisions have been made for a special education student (under 21 years of age) who loses his job and comes back to the school? Who is responsible for placing him in another job or re-enrolling in vocational training?

4. What provisions are there for students to receive further training at a higher level than the special vocational class can provide?

   - Who is responsible for providing further training?

   - On what basis is a decision made to suggest further training?

III

ADMINISTRATIVE COORDINATION

Program Facilities

1. Are special education and vocational education facilities adequate and well suited for a combined teaching program?

   •Are they close enough for the convenience of both students and teachers?

   •Are they in the same building?

   •How do the facilities compare to those of other programs in the district?

   •Are they on an appropriate campus? (i.e., high school age students on a high school campus).

   •Is the accessibility to the building, the floor plan, the lighting and furniture compatible to the needs of the handicapped group?

   •Who was responsible for allocating and planning the facility?

   •Are there plans to expand or change the present facilities? Why? Where will new facilities be?

Organizational Structure

1. Is there a district organizational chart delineating relationships and administrative responsibility of administrative and supportive staff members?

   •Are there job descriptions delineating duties and responsibilities?

   •Is this information available to all staff members? How do they obtain it?

2. Relationships of supportive personnel to special programs.

   •Do the guidance counselors have a role?

   •Who defined it?

- In what specific ways have counselors been involved?

- What other supportive staff have a role in the program?

- In what specific way were each to have been involved?

- In what ways are they involved?

3. Communication.

   - Through what channels are staff members able to contribute innovations and suggested modifications to the program? Have the channels been used? How often? What results were realized?

   - Does communication go through department channels only or are there joint meetings of involved departments? How often have there been joint meetings?

   - Who has the responsibility for organizing, summarizing, evaluating and implementing the ideas and attitudes of staff members? How is this done?

4. Staff Training.

   - Who is responsible for development and coordination of in-service training?

   - What provisions were made for special training prior to the program implementation? Did all involved personnel participate in such training? For how long a time period?

   - Did the training focus on practical demonstrations involving the type of student who would be participating in the program? Were examples and explanations given as to types of problems which could be expected and possible solutions to them?

5. High Level Administrative Support.

   - How receptive has the school administration been to the program?

   - Has the program received full sanction from top administration regarding program activities and necessary curriculum adjustments to meet the needs of the special students?

   - Does top administration understand and support the program?

IV

PRODUCT EVALUATION - FOLLOW-UP

The primary emphasis in the previous sections has been on process evaluation or appraisal. Concentrated effort on answering (or finding answers to) the preceding questions would accomplish identification of weak areas in the program processes as well as highlighting areas of program strength. None of this, however, will give the school an accurate product evaluation--how successful was the program effort in accomplishing the overall objective--employment (and ability to maintain a job). This does not mean that process evaluation is not necessary or valuable, as it seems a valid hypothesis that the better the process, the better the product; nonetheless, product evaluation has to be considered of paramount importance.

Product evaluation depends entirely on systematic follow-up of each student and is concerned with two basic areas:

1. Is the student employable?
   - Can he do the job the employer hires him for?
   - Can he adjust to the demands of working?
   - Can he maintain a job satisfactorily?
2. What effect did the student's school experiences have on his employability?
   - Did he learn the necessary skills to function on the job?
   - In what areas was he unprepared?

Follow-up must be maintained on three groups: The students who dropped out of the program; students who leave the vocational program for work-experience through the cooperative programs; and students who go directly into permanent job placement after completion.

1. For students who dropped out of the program.

   •What were the reasons for dropping out?

   •Did he feel the vocational classes were helping him?

   •How were they helping (or not helping)?

   •What is the present status of student?

2. For students in work-experience.

   •Is he in a training station related to his vocational training?

   •Is he able to do the work he is assigned satisfactorily?

   •Does the work supervisor feel he was well trained?

      --In what areas?

      --In what areas is he having difficulty?

      --Is he employable (in competitive employment)?

      --Is he better equipped vocationally than a special education student who had not participated in vocational training?

   •Does the student feel his vocational training was adequate?

      --What specific training helped him the most?

      --What does he feel helped him the least?

3. For students in permanent jobs.

   •Is he working in a job related to his vocational training?

   •What is his salary?

   •Is his salary comparable to others at his job level?

   •Does the employer feel he was well prepared and trained for the job?

--Is the employer satisfied with his job performance?

--What skills is he using?

--In what areas is he having difficulties?

--Is he better prepared vocationally than entry employees without vocational training?

- How long has student been employed on this job?
- Does the student feel his vocational training prepared him for the job?

--What area helped him the most?

--What area did he see as least helpful?

--Is student satisfied with his job?

For accurate feedback, follow-up on students placed in permanent jobs should be done on a 30-day, 60-day, 90-day and annual thereafter basis. Ideally, the initial follow-up should be through personal visits to the employer, with subsequent follow-up maintained through telephone contact (with the employer, student or parent). Utilizing mailed questionnaires to special education students usually elicits only a parental response, if that.

Repeated follow-up contacts furnish a continuity of information which is necessary for continued product evaluation.

- Has the student remained on the job?

--Is his work still satisfactory?

--Is he progressing on the job?

--Has he received a salary increase?

- Has the student left the job?

--Why did he leave?

--Is he presently working at another job?

--Is he earning the same salary or more?

--Is he still in a work area related to his training?

--If he is not working, what is the reason?

V

SUMMARY OF EVALUATION RESULTS

Evaluation of Vocational Program

Process	Product
1. Were students properly referred?	Number of students placed on jobs
2. Were students prepared with basic skills?	Number of students who have successfully maintained a job--or have moved to better employment
3. Did student records show the majority of participants made measurable progress toward the goal?	Number of students who did not adjust to job (analysis of reasons for failure)
4. Were students interested in the class content?	Number of students progressing on jobs
5. Are students aware of employer's expectations?	Degree of student satisfaction
6. Were field trips utilized as teaching aids?	Degree of employer satisfaction
7. Is the equipment adequate?	Number of students involved in further training
8. Are students familiar with safety rules?	Comparison of handicapped students who did not have vocational training to handicapped students who did have such training with regard to job success and entry salary.
9. How many students are in the program? How many have completed? How many have dropped out? Where did students go after completion?	Community acceptance
10. Were employers utilized frequently and effectively?	Number of students who dropped out prior to completion (analysis of reasons)

Coordination of Effort

Process	Product
1. Was there an effective interfacing between vocational education and special education?	
2. Did the student progress in academic skills?	
3. Did the student progress in social skills, attitudes and maturity?	
4. Did parents support the program and work with the team?	
5. Are feeder schools adjusting to prepare students for secondary vocational education?	Number of students in co-operative program
6. Are students coming into the program with basic knowledge they should have at this stage of their development?	Number of students making successful adjustment to work-experience
7. Are the linkages established and working for students to progress from the special program?	Comparison of students from vocational classes with those who have not participated in regard to work-experience adjustment
8. Is there clear responsibility designated to one person for placement? Is it working effectively?	
9. Is there clear responsibility designated to one person for follow-up? Is it working effectively?	
10. Is there clear responsibility assigned for program evaluation?	

Administrative Support

Process	Product
1. Are facilities adequate and located on appropriate campus?	
2. Are all supportive staff people working with the special program?	
3. Does each staff person understand his role and the role of others involved?	
4. Are there clear communication lines established and working?	
5. Does in-service training focus on the areas which concern those involved with the special program?	
6. Is the top administration committed to and actively interested in the special program?	

APPENDICES

APPENDIX A

PROGRAM EVALUATION CHECK-LIST

1. Has the program enrollment adhered to the age and handicapping categories designated to be served?
2. How many students are enrolled at each grade level in each vocational class?
3. Is the program well supported by the local district administration?
4. How well prepared was the staff to implement the program?
5. Has this program been the subject of in-service and special training workshops?
6. Are staff members in agreement as to purpose and direction of the program?
7. Is supervision adequate?
8. Are students observed regularly in vocational classes? in academic classes?
9. Is there adequate coordination between academic and vocational skill training on all grade levels?
10. Are academic subjects geared to vocational skill training?
11. Are lessons planned cooperatively between special education and vocational teachers?
12. Were daily lesson plans prepared? Were they functional?
13. Are curriculum plans followed in accordance with pre-planned staff agreements?
14. Is there a team approach to the total program?
15. Which academic areas are a part of the interdisciplinary approach?
16. Which vocational areas?

17. Are special education teachers members of the team?

18. Is the guidance counselor a member of the team?

19. Is the vocational teacher a member of the team?

20. Who is responsible for coordination of team efforts?

21. Does the team meet on a scheduled basis?

22. Were team members included in regular staff meetings?

23. Are individual program modifications made when necessary? Are they in accord with the stated objectives?

24. Were adjustments made in the school day to meet the student needs?

25. Are materials and equipment utilized in vocational classes of good quality?

26. Are there sufficient supplies and equipment available for use at all times?

27. Are guidance services made accessible to teachers?

28. Are students being realistically trained for employment situations?

29. Are students adequately informed regarding work placement opportunities?

30. Do students receive adequate individual counseling?

31. How many students have continued in the program from the beginning training level through to job placement?

32. How many students have dropped out of the program?

33. What is done concerning program dropouts?

34. How many students have been placed in work-experience stations?

35. Are these students receiving adequate supervision and follow-up services?

36. How many students have been placed in permanent jobs?

37. Is there a liaison person between the school and the community for continual communication in available employment opportunities and potential work training stations?

38. Is the program following stated objectives which are leading to desired outcomes?

39. Are needs being met as identified within the program objectives?

40. Is current funding accomplishing the stated objectives?

APPENDIX B

EVALUATION QUESTIONNAIRE FOR PROGRAM PERSONNEL

A periodic evaluation check list should be presented to all team members. While such check-lists are seen as secondary in importance to group discussions and planning sessions, an analysis of the responses should pinpoint on-going trends which may call for immediate program adjustments. Very often, personnel are more willing to express their attitudes through more impersonal channels than to discuss issues or feelings which they might attribute as being in possible variance with their co-workers.

Answers may be submitted anonymously, as candid opinion is the primary goal. It is not necessary for all questions to be presented at once, but rather it is recommended that questions be divided into the program stages and presented during these times. Repetition of questions is also advisable, as answers will vary with time and experience. Answers will also vary in response to the same question at different times during the program's implementation. By consistently giving the staff the opportunity to express themselves through this medium, a pattern will likely emerge that could prove enlightening regarding strengths and weaknesses of program stages as well as the degree to which the staff is able to interpret and feel productive within their particular frame of duties.

1. Is there sufficient latitude allowed for curriculum development?

   Sufficient planning time?

   Do you have time to develop your own ideas?

   Are your ideas implemented?

   Is there too much structure?

   Does the program develop student's desire to learn?

2. Are the behavioral attitudes and interests of the students reflective of the program's content?

   Are students in your class making progress?

   Do they actively express interest?

   Do they look ahead to job placement?

3. Is the present direction of the program realistically oriented toward employment proficiency? In some stages? In all stages? Explain.

4. Are the cooperative efforts between departments sufficient to allow for a well coordinated instructional program?

   Is there a clear and understandable definition of duties?

   Is there a general agreement regarding duties and responsibilities? Explain.

5. Is guidance assistance available when needed for individual behavioral adjustments and educational redirection?

   Are individual program adjustments and modifications made when necessary?

6. Have students been properly assigned in accordance to their probable attainment potential?

   Was there a sufficient amount of student evaluation done prior to placement?

   Is the program adjustable to the student, or is the student expected to adjust to the program?

7. Is sufficient time allowed for group planning and experimentation of new procedures?

Are there regular times within the working day or week which are set aside for team planning?

Are these meetings productive and are appointed members usually present?

Is there sufficient time for individual student planning? For lesson plans?

8. Are you able to check a student's degree of comprehension and level of attainment often enough to satisfy yourself that sufficient progress is being made?

9. Are materials and supplies available in adequate quantity and quality when needed?

10. What percentage of your present class enrollment would you estimate are presently displaying inappropriate behavioral attitudes which are not commensurate to good learning and working habits? Why?